Semester: Fall 2016  
Discipline: Journalism and Media Communication  
Course Number and Title: JTC412, International Mass Communication  
Course Level: Upper  
Faculty Name: Donna Rouner  
Semester Credit Hours: 3  
Prerequisites: none

COURSE DESCRIPTION

This course explores how the mass media gather and disseminate news, entertainment and persuasive content around the world. It will examine key global cultural, economic, political and social issues as they interface with media institutions. Students will learn to think critically and globally about mass communication, becoming a more aware media consumer. More specifically, this course will cover changes occurring in international media; the impact of the growth of multinational media corporations; regional mass media systems; the role of international news in society; the meaning of freedom of the press; international news correspondents; ethical/professional challenges faced by journalists and other media professionals worldwide; and the role of international media in “developing” countries. Students will explore local media while visiting the ship’s ports, and they will be able to compare and contrast media across and within nation states. This course will help students understand international media issues and foster interest in cultures, events and issues in places far from their home countries.

LEARNING OBJECTIVES

Students will be:
1. Gaining an understanding of the complex nature of global news and information flow
2. Gaining knowledge and understanding of the impact of media and the role of culture in global communication
3. Gaining a better understanding of the challenges of news reporting in international contexts
4. Appreciating media coverage of major international events and phenomena
5. Appreciating media production in international contexts
6. Learning about changes and challenges occurring in media industries internationally
7. Gaining an interest in and appreciation of cultures, events and issues in cultural contexts other than their own

REQUIRED TEXTBOOKS

No required textbooks.  
All readings will be available on the ship’s Intranet.
Also required:
Students will need a field notebook(s) for port visits.
Students will need a computer, or access to a computer, for completing assignments.
Students will need a digital camera, which may be a cell phone camera.

TOPICAL OUTLINE OF COURSE

Please complete readings before class sessions when they are assigned. We will have some class exercises often based on these readings that will be part of your class participation evaluation in this course. No late work will be accepted unless approved by me in advance. Work done outside of class needs to be keyboarded and double-spaced.

When in each port, please spend some time each day monitoring media (news, strategic communication, sports and other entertainment in the media) of the world and in the specific country we’re visiting. Also, please talk with people who are willing to discuss media events, issues, phenomena. Please use a field notebook to take specific and precise notes while in the ports. It is essential that we are able to discuss current events/media occurrences while on the ship, so be prepared.

Depart Hamburg—September 10

B1—September 13: Introductions; experiencing different cultures
International etiquette recommendations

B2—September 15: Coverage of foreign news

Readings:
Chapter 1 of R. Engel’s War journal: My five years in Iraq (Simon & Schuster, 2011):


No Classes—September 16

B3—September 18: Changes in media and media freedoms

The special case of the media and Greece

Readings:
Music Assignment: Each of you is a mini (or mega) expert on music in your life from
a young age until present. Observe the influence of music created and produced in
the United States while in next 3 ports. See how much and what types of music
from the United States you experience as you go through your port visits. Did you
find evidence of derivative forms of U.S.-produced music? What artistic genres from
the United States do you hear in the music you’ve encountered? Did you have any
experience with music videos while in port? You will write a 3 to 5-page essay on
this phenomenon, based on your experiences. If you find little or no evidence of
music from the U.S. or little influence of said music, then write about the
differences in music among the U.S. and one country or the countries you’ve visited.
Writing assignment due October 31.

Piraeus—September 19-23

B4—September 25: Discussion of music in Greece—U.S. influence?
Media regulations and control: The specific case of sports regulation across Italy and
several other countries

Reading:
of television sports broadcasting: A comparative analysis. Media, Culture & Society,
37(5), 720-736.

Civitavecchia - September 26-28

Livorno – September 29-30

September 30, 2016 -Field Class—Alternative Media in Italy: The Special Case of
Firenze.

B5—October 2: Discussion of music in Italy—U.S. influence?
Economic considerations and media concentrations: The case of Spain
Reading:

Field Experience writing assignment due Oct. 9: Write a 30-minute talk that you could present to a local student or community organization in your hometown or college town regarding your observations from this field experience. Try to relate this field experience to our readings. You may write this as a script or create a slide presentation with notes. You may include photographs, if relevant.

Barcelona—October 3-7

B6—October 9: Discussion of music in Spain—U.S. influence?
The relationship between government and media in Morocco

Reading:

Political satire in Morocco


Field Experience writing assignment due

Casablanca—October 10-14

B7—October 16: Discussion of media in Morocco
World media systems
Readings:
Starkman, D. (2014). Al Jazeera America struggles to get off the margins. Columbia Journalism Review.
O'Hara, T. (2012). Just make sure you don’t call it the Persian Gulf! American Journalism
Review.

**B8—October 18**: World media systems, continued

**B9—October 20**: Entertainment media: Music in Senegal

Readings:


Dakar—October 21-24

**B10—October 26**: Discussion of music in Senegal

Journalism challenges in the Americas

Readings:
Knoll, A. (2014) Mexico is a killing ground for journalists. *VICE News*.


No Classes—October 28

**B11—October 29**: Media digital forms’ conundra

Music in Brazil


Readings:


**B12—October 31:** Representations of national identity in Brazil

Reading:

Images of Rio de Janeiro’s sprawling cityspaces, or “favelas”

Reading:

Assignment in port: Look for images depicted in today’s readings.

Media Change Assignment: Focus on a major change that has occurred or is occurring in media in an international context and research this in detail in the next 2 ports, using library and Internet resources. This should be about 5 pages in length. Please include citations. Due November 16.

Music writing assignment due.

**Salvador—November 1-6**

**B13—November 8:** Discussion of paper findings

Discussion of media and Salvador
Group assignment from Salvador

**B14—November 10:**
Discussion of paper findings

**B15—November 12:** A specific look at media in the Caribbean

Port of Spain—Nov. 13-14

**B16—November 16:** Discussion of media and Salvador
Group assignment from Salvador

Media Change Assignment due.

No Classes—November 18

**B17—November 19:** Media ethics

Reading:

**B18—November 21:** Discussion of strategic communication
Media health campaigns

Readings:
Johnson, B. (2013). Ten things you should know about the global ad market. *Advertising Age*.


Strategic communication in Peru

Reading:

Assignment: Observe advertising in Peru. Collect samples or take photographs using a cell telephone or notes on some specifically interesting advertisements you come across while in port.

Discussion of final project. Details to be announced. This will be an applied project that may involve research, public policy, proposed recommendations to a media outlet(s). It will be written and keyboarded, using the stylebook of the American Psychological Association. Due Dec. 18.
Callao—November 22-26

**B19—November 28:** Discussion of strategic communication in Peru

A specific look at media control in Ecuador

Reading:

**B20—November 30:** Government control of media, continued

Reading:

Discussion of progress on final projects and individual meetings regarding final projects.

Guayaquil—December 1-4

**B21—December 6:** Discussion of experiences in Ecuador

**B22—December 8:** Central American newspapers and a look at Costa Rica

Reading:

Puntarenas—December 9-13

**B23—December 15:** Elevator presentations of final project; detail to come. You will spend ~8-10 minutes on a report on your project (next three classes)

**B24—December 17:** Elevator presentations, continued

Study Day—December 18

No class: Final project due.
B25—December 20; B Day Finals: Elevator presentations, continued

San Diego—December 22

FIELD WORK

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

FIELD CLASS & ASSIGNMENT

September 30, 2016 Field Class - Alternative Media in Italy: The Specific Case of Firenze

Students will meet with, observe and volunteer to assist an organization that publishes alternative media in Florence, focusing on underrepresented individuals and groups in that city. Students will assist in reporting, writing and other activities, helping to produce the alternative approach to establishment journalism.

Objectives:

1. To better understand journalistic production in an international context
2. To gain interest in and appreciation for cultures, events and issues in cultural contexts other than one’s own
3. To understand and appreciate diverse perspectives on public media coverage
4. To learn about the changes occurring in the media industry
5. To appreciate the challenges of covering topics, events, processes not covered adequately by establishment media

FIELD CLASS AND ASSIGNMENT

The Field Class Assignment will involve students’ writing the script of a talk they could present to a student or community organization regarding their experience with Florence’s alternative media scene.

INDEPENDENT FIELD ASSIGNMENTS

Nearly every port of call involves students’ observing or conducting research for projects in this course throughout the semester (please see assignments above). Students will take notes using their field notebooks, and this information will be shared in discussion and used in researching and writing class assignments.
METHODS OF EVALUATION / GRADING SCALE

All assignment will follow the stylebook of the American Psychological Association. Several online resources exist for this stylebook and we will go over it in class. An abbreviated form of the stylebook will be available on the ship’s intranet.

Evaluation from field experience: Evaluation will be based on participation throughout the day during the field class and a writing assignment pertinent to the experiences of the day (see above outline for details).

In-class participation will involve exercises, quizzes and discussion.

Class discussion: Students are expected to come to class prepared to discuss readings and matters relevant to course content. A good rule of thumb, if possible, is to bring a media example, illustration, comment or question related to each week’s reading. Because this class frequently addresses sensitive issues, there are a number of ways in which students may contribute to class discussion:

In the class setting:
- Offer an interpretation or view on a reading, video, issue
- Offer criticism or challenge ideas, views, theories
- Ask questions about pertinent points that are unclear, confusing, incomplete
- Provide a list of questions/comments and give them to me, the discussion leader (DL) or the discussion challenger (DC) on a class discussion day, so as not to be identified or have to speak in class
- Offer relevant media examples
- Offer one’s own or a friend’s relevant experience or reactions
  (Please note that self-disclosing one’s intimate feelings and experiences is not necessary, and it is only one of many ways, to participate in class discussion.)

Outside of class setting:
- Post comments online on web or social media sites and send your comments (or URL of comments) to me
- Before class, leave materials with me with a short description, name, e.g., media clips
- Post comments on the ship’s Intranet in a discussion forum
- Interact with people outside the class about the class and leave notes with me, indicating whether I might share the ideas using identification or anonymously
- Meet and speak with me individually or in a small group about specific topics of the class

Each student is expected to participate on a regular basis. You may do so by contributing content or challenging views presented, e.g., in the readings, videos and in class. There will be sign-ups for discussion leaders and discussion challengers, and each student should experience one of these roles during the semester. Both are serious roles for each student to take on in class periods for which the student has
signed up. In the Discussion Leader (DL) role, students may use any of the above class discussion tactics. The job is to get other classmates involved in the discussion in some fashion, e.g., write questions on the board or pass around some media examples related to the week’s topic.

Discussion Challenger (DC) role, students challenge, cast doubt, disagree, critique. Students may choose to announce that they are in the role of DC, or they may feel free to embellish the role for discussion purposes. Please note this is a role, and it does not necessarily reflect the views and attitudes of the DC.

Students should try to stay as close to the topics of discussion for the week as possible. Students do not have to present a formal talk or summarize every reading for the week, although relating the discussion or challenges to the reading is preferred. If class contingencies prohibit students from completing class discussion leading or challenging as they wished (e.g., we run out of time or must focus on something more urgently related to a port visit), students may submit materials to me to evaluate or request that it is presented in a subsequent class period.

Ground rules for communicating in our discussions—class projects: panels, community service, class web or video log, class activism project, research (e.g., interviews, message analysis) and open class discussion:

- We will try to remain respectful of the ideas and perspectives of others
- We will try to not speak when someone else is talking to the class or in a small group
- We will try to listen when someone is speaking to the class or in a small group
- We will try to refrain from obvious negative verbal or nonverbal reactions to others’ comments
- We will try not to use language that is hateful or malicious unless making an academic point that necessitates using that language

Course evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Class Participation and Talk</td>
<td>25% (250 points)</td>
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</table>

Writing Assignments Outside of Classroom:

<table>
<thead>
<tr>
<th>Writing Assignment</th>
<th># points:</th>
</tr>
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<tbody>
<tr>
<td>1 Music</td>
<td>100</td>
</tr>
<tr>
<td>2 Field</td>
<td>(subsumed in field participation—above)</td>
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<tr>
<td>3 Changes in media</td>
<td>150</td>
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<tr>
<td>4 (Final Project)</td>
<td>300</td>
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<tr>
<td>Final project Presentation</td>
<td>50</td>
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</tbody>
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In-class Participation
(This includes discussions, exercises, quizzes, in-class group projects)

Total=100% (1000 points)
Grading Scale

Grading will be on a 100% scale, with pluses and minuses awarded as follows:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.1-100%: A</td>
<td>87.1-90%: B+</td>
<td>77.1-80%: C+</td>
<td>Less</td>
</tr>
<tr>
<td>than 60%: F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90.1-93%: A-</td>
<td>83.1-87%: B</td>
<td>70.1-77%: C</td>
<td></td>
</tr>
<tr>
<td>80.1-83%: B-</td>
<td>60-70%: D</td>
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</tbody>
</table>
A+, C-, D+ and D- grades are not assigned at CSU.

**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

**STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

**Academic Integrity**

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."*Source:* (f Guides: Understanding Plagiarism. [http://writing.colostate.edu/guides/researchsources/understandingplagiarism/plagiarismoverview.cfm](http://writing.colostate.edu/guides/researchsources/understandingplagiarism/plagiarismoverview.cfm).
If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see, http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf).

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask you to sign the CSU Honor Pledge as part of completing all of our major assignments. While you will not be required to sign the honor pledge, we will ask each of you to write and sign the following statement on your papers and exams: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

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